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ABSTRACT

The Writing Center at Troy State University (Troy, Alabama), is described in this report. Currently in its seventh year of operation, the Center functions under the philosophy that any student can be successful given the appropriate method of instruction and sufficient time. It provides a multiplicity of services including one-to-one tutorials, small group instruction, developmental English laboratories, large group instruction, workshops, computer assisted instruction, computer controlled interactive video tape and video disk instruction, learning modules, test preparation programs, and a professional library. The Writing Across the Curriculum program is also based at the Writing Center. To date 22,000 visits to the Center have been recorded. Studies and outcome assessment procedures confirm that students who participate in the Center's programs do improve their writing skills, and that the staff is well trained and helpful. Appendices include: a brochure on the Writing Institute 1984; the Writing Center questionnaire; student surveys; an outcomes assessment form; related memos; Writing Across the Curriculum end-of-the-quarter faculty report forms and questionnaires; and writing/learning surveys. Contains 22 references. (SM)

ED306919

THE WRITING CENTER

TROY STATE UNIVERSITY

Activity #3, Academic Improvement
through English Laboratory Experiences (1981-1983)
Grant # G008102670

Activity #2, Student Retention: Basic Skills Assistance
in English Language (1983-1986)
Grant # G008301678

Activity #1, Troy State University
Developmental Education Program (1986-1989)
Grant # G008641169

Activity #2, Faculty Development
and Academic Improvement (1986-1989)
Grant # G008641169

Title III
HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 96-374

HE 021 645

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Office of Educational Research and Improvement
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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

PART A

NARRATIVE REPORT

Abstract: Quality and diversity are hallmarks of the Troy State University Writing Center, which is currently in its seventh year of operation. Functioning under the philosophy that any student--regardless of his present level of achievement--can be successful, given the appropriate method of instruction and sufficient time, the Center provides a multiplicity of services, including one-to-one tutorials, small-group instruction, developmental English laboratories, large-group instruction, workshops, computer-assisted instruction, computer-controlled interactive video tape and videodisc instruction, learning modules, test preparation programs, and a professional library. In addition, the writing-across-the-curriculum program and its attendant workshops for students and training programs for faculty are based at the Writing Center. Statistical data and evaluations from students, project staff, faculty, and outside evaulators confirm that the Center is effective in helping students to improve their writing skills. Serving, training, testing and evaluating--these terms accurately indentify the Center's many purposes. Indeed, the Writing Center is one means through which Troy State University is accomplishing its mission to develop students who can read, write and speak effectively.

Introduction: This document presents a narrative of the history of the project, including the rationale for requesting federal support and the projects proposed to meet the needs. A description of the Troy State University Writing Center follows, beginning with the organization of the staff and their respective duties. The majority of this section, however, focuses on the programs and services offered and the instructional materials and equipment in use. The results of various studies are also noted, along with the comments of various outside evaluators. Finally, a few thoughts are presented about the future of the Center and some suggestions given to those who are contemplating creating or expanding a writing center.

For those who are interested in some of the literature on this topic, a selected bibliography is included in the appendix.

Background: Currently in its seventh year of operation, the Writing Center was established in 1982 with in-house funding and some support from a federal Supporting Developing Institution program (SDIP) grant, 1981-1983. Two subsequent Title III grants, 1983-1986 and 1986-1989, have supported expansion of the programs and services offered by the Writing Center.

The rationale for initially requesting federal support was that Troy State University students had, over the past decade, experienced a rather sharp decline in language usage and language comprehension. Forty-one percent (41%) of the entering freshman class in 1979-1980 had scored lower than sixteen (16) on the verbal section of the American College

Testing Program (ACT), and the mean ACT score for all entering freshmen in this class was 16.5. Twenty-eight percent (28%) of these students felt that their verbal skills were deficient; thirty-six (36%) expressed a need for remedial or tutorial assistance. In addition, during the fall quarter of 1980, only forty-nine (49) students had enrolled in Basic English Skills 100, a course specifically designed for students who experienced difficulty in grammar and composition and who had verbal ACT scores of 15 (SAT of 375) or lower. Of the students who had enrolled in this non-credit remedial course, an alarming 42.9% failed. The required composition credit course is English 101; during the fall quarter of 1980, 16.9% of the enrolled students failed.

These statistics revealed an obvious but serious need for the University to improve the English language skills of its students. Although the University had taken steps to deal with the problem of English language deficiency by implementing the Basic English Skills course and by offering tutorial assistance within the English Department (students tutoring other students), much more had to be done to assist the marginal students, particularly minority students and students from lower socio-economic strata. Consequently, it was proposed that an English Language Laboratory be established and staffed by professionals who would be able to work individually with the marginal students to remove deficiencies and improve basic skills. It was proposed that the English Language Laboratory would serve not only the Department of English but also all other departments, schools, and colleges within the overall structure of the University.

A subsequent Title III grant supported the development, testing, and evaluation of instructional materials, in particular auto-instructional modules, computer programs, and computer-controlled video tape programs. Under this grant, the staff at the Writing Center also developed, installed, and tested a placement testing program for placement of students into developmental English.

The current Title III grant supports the development of a well-defined coordinated developmental education program. As an integral part of the program for developmental English, the Writing Center developed, implemented, and is currently analyzing and testing lab sessions that supplement the course content of the developmental English courses, English 090 and English 091. In addition, standardized tests have been developed, implemented, and evaluated for English 090, Basic Writing Skills I. Included in this grant are provisions to create additional computer-based instructional materials, to establish a writing-across-the-curriculum program, based at the Writing Center, and to develop a professional library that focuses on topics germane to the activities of the Writing Center.

Description: The Troy State University Writing Center, which opened in March 1982, is the result of extensive research and planning; the quality of its programs is the result of testing and analysis.

Knowing the needs of the students did not automatically present ways to satisfy those needs. The staff visited other centers, read the available literature, and attended many conferences and professional meetings. These experiences helped the staff to formulate answers to the following questions: What would be the Center's philosophy and purpose? Whom would the Center serve? Who would man the Center? How would the programs be evaluated? How would the quality of the programs be maintained? After much thought, the answers to these questions were formulated and are presented in the following.

The Troy State University Writing Center has as its main objective to provide assistance to the student who needs help in removing deficiencies in his writing, improving his English skills, and overcoming affective barriers that limit his potential for success. It is the philosophy of the Writing Center that any student--regardless of his present level of achievement--can be successful, given the appropriate method of instruction and sufficient time.

Heading Writing Center activities is the director who supervises the activities of the Writing Center instructor/coordinator and the coordinator of writing-across-the-curriculum. Among the duties of the Writing Center instructor are training and supervising the peer tutors, developing support material for developmental English, preparing workshop materials for the writing-across-the-curriculum program, maintaining the tutorial services of the Center, preparing reports as necessary, and carrying out any other duties which might be necessary for the successful implementation of the English component of the developmental education program. The primary duties of the writing-across-the-curriculum coordinator include--but are not limited to--the following: planning WAC program activities, coordinating WAC workshops and follow-up sessions, and acting as resource person for faculty participating in WAC programs.

The Writing Center offers a multiplicity of programs. Services provided by the Center include the tutorial programs for English, English as a second language, English language proficiency testing, developmental laboratories, vocabulary improvement, and speech improvement. The Center also offers workshops on several topics, supplies faculty with instructional materials, administers the placement testing in English, and provides readers for the outcomes assessment procedure. Moreover, the Center houses a professional library and is the base for the writing-across-the-curriculum program. Considering the needs of students as individual learners, the Center offers a variety of instructional modes and materials. Because the Center's primary function is to offer tutorial assistance, one of its most important activities is the tutor training program.

Tutor Training Progam: Peer tutors are an integral part of the Center and crucial to its success; therefore, tutors are carefully selected and extensively trained. Applicants must have at least a 3.0 cumulative grade point average, must have completed freshman composition courses with a "B" or better, must successfully complete a diagnostic test and writing sample, and must be committed to the goals and objectives of the Writing Center. All new tutors are required to complete a minimum of two weeks of training before they are allowed to work with students. The

tutor training program involves four basic steps: 1) studying the tutor training manual, 2) interacting with a computer video training program, 3) reviewing instructional materials, and 4) attending staff meetings. The tutor training manual contains an explanation of the Center's philosophy and purpose, a description of tutorial programs, outline of Writing Center procedures, lists of instructional materials available, and helpful handouts. Used in conjunction with the training manual, the interactive computer video programs require that a tutor closely observe several different scenes and respond to specific questions regarding procedure. Although tutors complete sixteen to twenty hours of training initially, tutor training is ongoing. Throughout the quarter tutors meet (individually and in small groups) with the Writing Center coordinator to discuss problems, report progress, and seek advice; attend weekly staff meetings; continue to review instructional materials; keep journals; and complete special projects as assigned. The Writing Center instructor and director have designed a tutor training course which focuses on tutorial and instructional strategies.

SERVICES

English Tutorial Program: The English Tutorial Program provides assistance to any TSU student who is having problems with written expression. In addition, the Center provides assistance to students who need help in preparing for English components of standardized tests. Students may walk in on their own or be referred by an instructor. The Center makes available to the student a variety of methods of instruction including the following: one-to-one tutorials, small-group instruction, workshops, learning modules, audio visual, computer-assisted instruction, and computer-controlled interactive video tape and videodisc instruction.

English as a Second Language: Although foreign students enrolled in English courses are helped under the English Tutorial Program, the Center also provides assistance to ESL students based on their individual needs. In addition to providing one-to-one conversational English sessions, the Center has a number of programs designed to address some of those language problems most often encountered by the foreign student, namely grammar, word usage, and fluency.

Developmental Labs: All students in developmental English courses, English 090 and English 091, must attend two one-hour lab sessions per week at the Writing Center. The purpose of the labs is to supplement classroom work. Tutors, using workshop techniques, work with these students in small groups. When additional work is required, students work through learning modules, computer programs, and other appropriate instructional materials. Students in the 090 labs work on sentence structure; English 091 students work on paragraph development. Students' progress is monitored and reports are periodically sent to classroom instructors. At the end of each quarter, students in the developmental English courses complete questionnaires evaluating the effectiveness of the lab sessions. Lab programs are adjusted quarterly.

English Language Proficiency Test Preparation: Many students who are preparing to take the English Language Proficiency Test for entry into

the School of Education seek assistance at the Writing Center. A student working through the ELPT Program follows sequential steps which lead to his mastery of four basic objectives: 1) a review of grammar and usage, 2) practice in formulating and organizing an effective essay, 3) introduction to college-level vocabulary, and 4) suggestions on how to test well under pressure.

Speech Improvement: Available for students experiencing difficulties with spoken English is the Center's speech improvement program. Basically, this activity requires that students listen to a model tape of an articulation drill developed by a speech instructor at the University then record and critique their own reading of the drill. The goals of the program are twofold: that students will become more aware of correct pronunciation and that students will improve their own speech practices.

Testing: Writing Center staff are responsible for administering the English Placement Test and work cooperatively with the English Department in the placement of students in English 090, 091, and 101. As members of the Developmental English Committee, Writing Center instructors also serve as readers for the final examination in English 091. On file at the Center are unit tests and final examinations for both developmental English courses.

Workshops: The Center regularly offers workshops on a variety of topics, ranging from improving spelling to writing research papers. Some of the workshops are generated by the Writing Center; others, by TSU faculty. Some workshops that are available at the Center include instructions on how to write book reviews, critiques, position papers, grant or job proposals, annotated bibliographies, proposals, progress reports, abstracts, synthesis, memoranda, and various documentation systems. Periodically, the Center makes available to faculty and staff workshops on editing, preparing manuscripts for publication, and writing letters of recommendation.

Professional Library: The Center's professional library has over 150 reference books and many journal articles on writing theory, developmental education, tutor training, and writing-across-the-curriculum. The library is available to TSU faculty, administrators, staff, and tutors. Many of the books in the Center's library are listed on major current bibliographies relating to writing theory and developmental education.

INSTRUCTIONAL MATERIALS AND EQUIPMENT

Learning Modules: Designed by Writing Center personnel, thirty-five learning modules covering sentence structure, sentence errors, parts of speech, punctuation, and paragraph development are catalogued in the Center. Most students are able to work through the module independently; however, some students require assistance from tutors. These modules make it possible for the Center to serve large numbers of students with a limited number of tutors.

Audio-Visual Programs: Audio-visual instruction is another mode of instruction available to students. Center instructors have found the

programs to be quite helpful in reinforcing classroom instruction, introducing students to new material, reviewing for self-enrichment, working with ESL students, and conducting workshops.

Computer-Assisted Instruction: The newest, most popular and innovative method of instruction utilized in the Center is computer-assisted instruction. The Center has purchased a variety of computer software programs; however, those developed by the Center for students at Troy State are more effective in helping students to improve their basic writing skills because these programs address the particular problems of students at the University. To date, more than twenty computer programs have been created, some of which are computer-controlled interactive video programs. The grammar programs with audio (for VCR or VHS) are particularly useful for reading-impaired, blind, and ESL students.

Handbooks, Workbooks, and Textbooks: A variety of handouts on grammar, usage, and composition skills are on file at the Center. Some students who do not have the time to stay for a tutoring session will often take worksheets home to complete and return the next day to have them checked. The Writing Center has, in addition to textbooks for each composition course offered by the English Department, a number of handbooks, style manuals, programmed texts, and workbooks to supplement classroom instruction.

Writing Across The Curriculum: The Writing Center offers support to faculty participating in the writing-across-the-curriculum program by helping faculty to create effective writing assignments, by working with students individually, and by offering to students workshops on various kinds of writing assignments required in the courses.

FUNDING

Initial funding for the activities was provided by Title III, Part A of the Higher Education Act of 1965 as amended. Continuation and enhancement funding was provided by the Center for Developmental Education, a State-funded program.

CURRENT STATUS

The Writing Center has continued all the activities implemented under the Title III grants. Now, in the last months of the current grant, the Writing Center is testing and analyzing its part in the developmental education program. The laboratory sessions and the coordinated testing program seem to be producing good results, but the study is not complete.

To date, thirty-seven faculty members have received training in the writing-across-the-curriculum program, and all are incorporating in their courses writing assignments that facilitate learning. The writing-across-

-the-curriculum program has elicited positive reactions from students and faculty. This summer approximately twenty more faculty will begin their training in a three-day workshop that is followed up by monthly meetings.

The last segment of the grant, developing a professional library, has proven to be beneficial to faculty and tutors. The final figures should indicate a good rate of usage.

IMPACT OF THE WRITING CENTER

That the Writing Center has made a positive impact on the campus after seven years of operation is evident in the research data on the Center's effectiveness (cited later in this entry) and in the student usage statistics. To date, over 22,000 visits to the Center have been recorded. The Writing Center is indeed helping the University to accomplish its mission to develop students who can read, write, and speak effectively.

RESULTS

The effectiveness of the Writing Center has been regularly appraised by outside evaluators, faculty, staff and students. The appended surveys are a few of the instruments used each quarter to measure the quality of the programs, the performance of the staff, the appropriateness of the instructional materials, the quality of the equipment, and the suitability of the quarters. The results of these studies and other outcome-assessment procedures confirm, among other things, that students who participate in Writing Center programs do improve their writing skills and that the staff is well trained and helpful. Moreover, the surveys of faculty and students participating in the writing-across-the-curriculum program indicate that the Center is a valuable support service to both groups.

From the numerous studies done of various Writing Center programs, a few have been selected that represent a variety of activities and that span the time period from the establishment of the Center to the present.

Dr. Marilyn Beck, former Dean of Academic Affairs, Lurleen B. Wallace State Junior College, served as outside evaluator from 1982-1987. During her tenure as evaluator, Dr. Beck consistently submitted commendable reports on the Center's activities. Her external evaluation for 1981-1982, for example, included the following assessment: "It is clear that the Writing Center has been successful and is perceived as a strategic component of the English program at TSU both now and in the future." In the final external evaluation for 1985-1986, Dr. Beck, as primary evaluator, assisted by Dr. Louis Bender, Professor and Director of the Center for Higher Education at Florida State University, wrote: "The Writing Center has been an extremely successful activity. The major accomplishments included the development of multiple learning programs for students with different learning styles, the development of a tutoring program as well as a tutor training program, and the realism of what can be accomplished by a Writing Center. The University is

committed to continuing this activity." The End-of-Year External Evaluation Report of September 28, 1988, written by Dr. Louis Bender, evaluator, referred to both the Center's peer tutoring program and developmental education program as "exemplary."

With the implementation of a developmental English writing program--English 090 and English 091--labs at the Writing Center became an integral part of the courses. Each quarter beginning Spring 1987, students in the developmental English courses have completed surveys which included questions concerning the effectiveness of the developmental laboratories. Of the 181 English 090 students who have participated in the survey to date, eighty-nine percent (89%) said that the laboratory sessions at the Writing Center were helpful. Of the 301 English 091 students who have participated in the survey to date, eighty percent (80%) rated the laboratory sessions equally high. Considering that these students being studied are developmental students who, in general, have a negative attitude toward writing, these ratings are exceptionally good. The success of any developmental program can best be measured by the number of its students who are successful in the subsequent college-level course. Of the students who have completed the developmental English program at Troy State, ninety-seven percent (97%) passed English 101, Composition I.

It is evident that the Writing Center uses a number of tools to evaluate the effectiveness of its programs. It is also evident that the programs have been very successful. There is a connection between these two statements. Outcomes assessment, which demands that objectives be defined and that the success of the program be measured by how well those objectives are met, remains the most important element in every program.

CONCLUSIONS AND RECOMMENDATIONS

Although surveys, studies, and opinionnaires substantiate that the programs offered by the Writing Center have been beneficial to the student body in general, these do not record the various ways through which the Writing Center has helped individual students. There are, for example, the numerous students who have prepared for competency and graduate examinations, graduate students who have refined their writing skills, foreign students who have improved their English language skills as well as learned about a culture different from their own, and those students who have gained a better understanding of writing as a result of the one-to-one attention given to them.

While the Writing Center is now a vital part of the University, it is obvious that the role of the Writing Center will continue to expand. With the advent of the writing-across-the-curriculum program, the Writing Center finds itself becoming more involved in courses in all disciplines. In addition, the needs of the community offer the Center another opportunity to serve the people of Alabama. Serving, training, testing, and evaluating have been and will continue to be major functions of the Writing Center.

An institution of higher learning that is considering implementing a similar program would do well to assess the needs of their students, the commitment of the administration and faculty, as well as the availability

of resources both physical and financial. If such an analysis indicates that these elements are in place, then those responsible for implementing the program need to read pertinent publications, to attend appropriate conferences, and to visit Centers such as the one at Troy Sate University, where they need to pay particular attention to what is being accomplished and how it is being done. Finally, the ideas garnered from such research need to be adjusted to fit the particular needs of the institution. Copying the program of another does not seem to work. Once the program is in place, one must periodically study the needs of the students and, when necessary, adjust the programs or create new ones to meet those needs. Most important is the incorporation into all programs a method of outcomes assessment, for such a procedure, done regularly, ensures that the programs are meeting their goals and that the quality built into the program is maintained.

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AN
INVITATION
TO
APPLY

INSTITUTE SCHEDULE

June 28, Thursday
Registration: 12:30 to 1:30 p.m.
First Session: 2:00 to 4:30 p.m.
Banquet: 6:00 p.m. to 8:00 p.m.
Second Session: Open Forum: 8:15 p.m.

June 29, Friday
Third Session: 9:00 a.m. to 11:30 a.m.
Fourth Session: 1:30 p.m. to 3:30 p.m.

An Institutional Aid Program Funded under Title III of the Higher Education Act of 1965 as amended.

TSU Publications 122-027

WRITING INSTITUTE 1984

TROY STATE UNIVERSITY

If you need new ideas about how to teach writing, how to manage grading of papers, and how to establish Advanced Placement programs, then you are invited to apply to attend a Writing Institute at Troy State University **on Thursday, June 28 and Friday, June 29.**

During this 1½ day institute, the following topics will be presented:

MANAGING LARGE QUANTITIES OF PAPER GRADING — This workshop session will include recent theories, demonstrations, discussions, practices, and handouts about paper grading.

ADVANCED PLACEMENT PROGRAMS IN ENGLISH AT THE HIGH SCHOOL LEVEL — Included in this workshop will be information on how to get started, areas of emphasis problems and solutions, and evaluation in advanced placement programs.

TEACHING WRITING AT THE HIGH SCHOOL LEVEL — This topic will be presented in a forum. Moderators will be faculty members from the University's English Department.

AUDIO-VISUAL EQUIPMENT AND PROGRAMS FOR TEACHING WRITING — In The Writing Center, teachers will enjoy hands-on experiences with equipment and audio-visual programs for teaching writing skills.

EXCELLENCE IN EDUCATION--What it means for teachers.

Participants will be housed in Dill Hall Apartments, and workshop sessions will take place in Smith Hall, Adams Center, and the Writing Center. A banquet dinner is planned for Adams Center. **A registration fee of $10 (ten dollars) will cover all expenses: meals, lodging, materials and one CEU (Continuing Education Unit) of credit.**

The featured consultant for this institute is **Mrs. Carolyn Haldeman.** Mrs. Haldeman is currently a teacher of English at Woodward Academy in College Park, Georgia. She is a veteran classroom English teacher whose honors include recipient of the Excellence in Teaching Award by the Georgia Association of Independent Schools, Outstanding Service Citation Award, listing in Outstanding Young Women of America, and recipient of a National Teaching Fellowship. She has conducted numerous workshops for the Georgia Association of Independent Schools, supervised students in a British culture seminar in London, and is certified as a supervisor in the Georgia Teacher Assessment Program.

Others assisting in the workshop sessions include **Dr. Gertrude Schroeder, Ms. Eleanor Lee,** and **Mrs. Mary Hilyer** of Troy State University.

This institute is limited to the first 15 applicants, so please apply promptly.

If you wish to apply to participate in this institute, please complete this application information and return it along with your $10 check or money order to: Dr. Angela C. Roling, Suite 113, Adams Center, Troy State University, Troy, AL 36082. Applications will be accepted until May 1, 1984. Make check payable to Troy State University.

NAME: _____ TELEPHONE NUMBER: _____

ADDRESS: _____ TEACHING AREA: _____

_____ SCHOOL: _____

_____

I plan to attend this institute. my check for $10 is enclosed and I (will, will not) need accommodations in Dill Hall Apartments.

_____
(Signature)

THE WRITING CENTER

QUESTIONNAIRE

Please fill in the blank or circle the appropriate response(s) to the following 10 statements. Items 11 and 12 require your written response. Return the completed questionnaire in the attached envelope.

1. I visited the Writing Center approximately _____times.

2. I was (referred, a walk-in) to the Writing Center.

3. I was assisted by (a tutor, an instructor).

4. I would rate the service I received in the Writing Center as:

Excellent.....Good.....Average.....Fair.....Poor

5. I would rate the attitude of the helper who assisted me as:

Excellent.....Good.....Average.....Fair.....Poor

6. I would rate the facilities--rooms, furniture, decor, etc.--as:

Excellent.....Good.....Average.....Fair.....Poor

7. I would rate the materials and equipment available as:

Excellent.....Good.....Average.....Fair.....Poor

8. I could best utilize the services of the Writing Center during the hours of:

8:00 to 12:00.....12:00 to 4:00.....4:00 to 8:00

9. I could best utilize the services of the Writing Center on:

Monday...Tuesday...Wednesday...Thursday...Friday...Saturday...Sunday

10. The areas of writing in which I need help are:

Grammar.....Sentence Errors.....Sentence Structure.....Punctuation

Mechanics....Diction & Style....Composition Process...Generating ideas

11. The things I would change in regard to the Writing Center are:

_____

_____

12. My areas of need in writing include:_____

_____

13. Comments about the Writing Center:_____

_____

DATE: _____

STUDENT SURVEY OF ENGLISH 090
(Third Revision 2/22/88)

NOTE: The purpose of this instrument is to survey the students' evaluations of the course. DO NOT EVALUATE THE INSTRUCTOR

Circle 1 for very good: 2 for average: 3 for poor.
Always feel free to add your own comments.

I. TEXT

1 2 3 (A) How helpful were the instructions, examples, and exercises in the experimental textbook used in this course?

Comment about the textbook:

II. LABORATORY SESSIONS

1 2 3 (A) How helpful were the laboratory sessions at the Writing Center?

1 2 3 (B) How helpful were the tutors?

1 2 3 (C) How well did the lab sessions supplement what you were learning in the classroom?

(D) What was most helpful to you in the lab sessions?

(E) What was least helpful to you in the lab sessions?

(F) How could the lab sessions be improved?

(G) Is there something (equipment, program, service, hours) that you would like added at the Writing Center? Please be specific.

(H) How does the work done in the labs connect with the work done in the classroom?

III. COURSE CONTENT (Please comment on each of the following.)

(A) What was most helpful to you in the course?

(B) What was least helpful to you in the course?

(C) How could the course be improved?

(D) Is there something that you would like added to the course?

(E). How adequately did the tests cover the material taught in the course?

Circle 1 for very good; 2 for average; 3 for poor.

(F) What was your major problem with the tests?

(G) For English 090, the course objectives are the following:

1) To give the student an understanding of basic sentence structure
2) To develop the student's ability to recognize and understand the function of sentence elements
3) To develop the student's ability to write clear, effective sentences

In terms of these objectives, what is your overall evaluation of the course?

Circle 1 for very good; 2 for average; 3 for poor.

(H) Yes No Did you put forth your best effort in this course? If the answer is "No," please give the reason.

(I) Additional comments:

Thank you for participating in this survey.

Date: _____

STUDENT SURVEY OF ENGLISH 091
(Third Revision 2/22/88)

NOTE: The purpose of this instrument is to survey the students' evaluations of the course. DO NOT EVALUATE THE INSTRUCTOR.

Circle 1 for very good: 2 for average: 3 for poor.
Always feel free to add your own comments.

I. TEXT

1 2 3 (A) How helpful were the instructions and examples in the Structuring Paragraphs textbook?

Comment about the textbook:

II. LABORATORY SESSIONS

1 2 3 (A) How helpful were the laboratory sessions at the Writing Center?

1 2 3 (B) How helpful were the tutors?

1 2 3 (C) How well did the lab sessions supplement what you were learning in the classroom?

(D) What was most helpful to you in the lab sessions?

(E) What was least helpful to you in the lab sessions?

(F) How could the lab sessions be improved?

III. COURSE CONTENT (Please comment on each of the following:)

(A) What was most helpful to you in the course?

(B) What was least helpful to you in the course?

(C) How could the course be improved?

(D) Is there something that you would like added to the course?

(E) Is there something that you would like deleted from the course?

(F) Have you found it helpful to have the articles and date sheets?

Yes _____. No _____.

(G) Why?

(H) Do you prefer writing all your graded paragraphs on the computer or writing them in class?

Computer _____. In class _____.

(I) For English 091, the course objectives are the following:

1) To develop the student's ability to write effective sentences in a variety of structures
2) To develop the student's ability to recognize and formulate effective topic sentences, support sentences, and concluding sentences
3) To develop the student's ability to outline and write effective paragraphs.

In terms of these objectives, what is your overall evaluation of the course?

Circle 1 for very good; 2 for average; 3 for poor

(J) Additional comments:

Thank you for participating in this survey.

ATTACHMENT B

OUTCOMES-ASSESSMENT FORM
GRADERS' CHECKLIST FOR ENGLISH 091

DATE:_____ STUDENT'S NAME:_____

PASSED ENGLISH 091
YES

___ English 091 Instructor

Name _____

___ Folder supplied

PLACED IN ENGLISH 101:
YES NO

___ ___ Second Reader

Name _____

Problem:
Minor Major

____ ____ 1) Does not address the task set by the assignment.

____ ____ 2) Does not adequately develop and organize.

____ ____ 3) Does not illustrate and develop some of the key ideas.

____ ____ 4) Does not display some awareness of the audience and the kind of writing suitable for that audience.

____ ____ 5) Does have a consistent pattern of errors in mechanics, usage, sentence structure, or diction.

JURY:

Vote: _____

If vote is NO, then circle problem area(s) based on work in folder and final examination.

1 2 3 4 5

Coordinator's Name _____

Student Survey of Writing Center Tutors
and Developmental Labs

Course:_____

Lab Time:_____

Date:_____

Tutor:_____

Directions: Check the answer of your choice.

1. Is the tutor prepared for the sessions? Yes____ No____

2. Does the tutor explain the material clearly? Yes____ No____

3. Does the tutor restrict her discussion to the lesson? Yes____ No____

4. Is the tutor courteous? Yes____ No____

5. Are the exercises in The Least You Should Know About English helpful? Yes____ No____

6. Are the sentence combining exercises helpful? Yes____ No____

What suggestions do you have to make the lab sessions more helpful to you?

_____

_____

_____

THANK YOU FOR PARTICIPATING IN THIS SURVEY.

THE TROY STATE UNIVERSITY SYSTEM
Troy, Alabama 36082 • Phone (205) 566-3000

MEMORANDUM

To All Concerned

From: Joan Word, Coordinator, Writing Across the Curriculum J.W.

Re: End-of-the-Quarter Faculty Report on Writing-Component Course

Date: November 9, 1988

To make your reporting easier, the attached form has been designed to guide your evaluation of the writing component. I would like to elaborate on some particular aspects of the report:

Item 1 allows you to reflect on the effects of the writing component within the context of your course content and goals. Feel free to report any success, failure, advantage, or disadvantage that you discovered by adding the writing component.

Item 2 allows you to reflect on student growth in writing. A good starting point might be to review the list of problems with student writing that Carol wrote on the overhead projector as we suggested them. I have attached that list (typed from the transparency), so it is handy if you should want to review it.

Item 6 provides extra space for any comments you want to make about the WAC experience that don't belong in Items 1 and 2.

Please include your writing assignment evaluation form(s) with sample student paper to make your report complete.

Because I must prepare my Title III report before the end of the quarter, I would like to have your report by Monday, November 21. Be assured that all the information will be considered confidential; no one outside the WAC project administrators will see your report without your permission. If you have any questions, please call me.

Enclosure: WAC Faculty Report on Writing-Component Course

Writing Across the Curriculum
End-of-the-Quarter Faculty Report on Writing Component Course

Instructor_____ Department_____

Course Number and Title_____

Credit Hours_____ Quarter_____ Enrollment_____

If space for any response is insufficient, please attach an additional page.

1. Summary of the w-c course experience.

_____

_____

_____

_____

_____

_____

_____

_____

2. Comments on student growth in writing and learning.

_____

_____

_____

_____

3. Suggested topics for winter quarter's follow-up sessions.

_____

5. How can we be of help?

_____

6. Additional comments.

_____

Writing Across the Curriculum
Instructor's Evaluation of Writing Assignment
Implemented in Writing-Component Course

Instructor_____ Department_____

Course Number and Title_____

Credit Hours_____ Quarter_____ Enrollment_____

Please attach a copy of your assignment and a copy of a sample student paper. If the space provided for any of your responses is too small, please attach an additional page.

Writing assignment:_____

Course objective(s) assignment was designed to meet:_____

_____

Value of the activity to the course:_____

_____

_____

_____

_____

Please describe any problems you had implementing the assignment.

_____

_____

_____

Are there aspects of the assignment you plan to revise if you use it again?

_____

_____

If your w-c course is the same course next quarter, do you plan to use this assignment again?_____

If your w-c course is a different course next quarter, do you plan to adapt this assignment for the course?_____

THE
TROY STATE UNIVERSITY SYSTEM
FOUNDED 1887

TROY, ALABAMA 36082
Phone: (205) 566-3000

Winter Quarter 1988

MEMORANDUM

To: Students Enrolled in Writing-Component Courses

From: Dr. Gertrude Schroeder, Director, Writing Across the Curriculum
Joan Word, Coordinator, Writing Across the Curriculum

Re: WAC End-of-the-Quarter Student Questionnaire

Have you heard that poor writing skills may be hazardous to your career? Poor thinking skills can be, too. The goal of the Writing-Across-the-Curriculum Program is to integrate writing-to-learn activities with course content so that students will be better prepared for their chosen field.

Instructors representing each of the University's schools attended the WAC Interdisciplinary Faculty Workshop during the break between fall and winter quarters. Your instructor, who was one of the participants, has implemented writing-to-learn ideas presented in the workshop in this course.

The purpose of the attached questionnaire is to give feedback to your instructor, the WAC Program, and the federal funding agency. In short, we all want to know what kinds of activities helped you to learn and to write better. Please try to be as objective as possible when you respond to each item. The more objective you are, the more useful your responses will be to your instructor in planning future writing-to-learn activities and to program administrators in planning interdisciplinary workshop activities.

Your response to this survey is anonymous. When your class has completed the questionnaires, they will be sent to the WAC Coordinator who will compile the data they provide. Your instructor will not read your responses until the beginning of spring quarter--long after you have gotten your grade.

Thank you for your participation in this survey.

Writing Across the Curriculum
End-of-the-Quarter Student Questionnaire

Instructor_____ Department_____

Course Title and Number_____ Quarter_____

Please answer the following questions objectively and thoughtfully. After you have circled your answers for Part I and Part II, record your responses on the machine-scored answer sheet also.

Part I: Circle the letter that most nearly expresses your answer.

A = excellent B = good C = average D = poor

1. To what extent have writing assignments in this course helped you to learn course material? A B C D

2. To what extent have writing assignments in this course helped you become a better writer? A B C D

3. How clear was the connection between writing assignments and course objectives? A B C D

4. How clear were instructions for writing assignments? A B C D

5. How clear were the standards for evaluating writing assignments? A B C D

6. How do you rate your own efforts to use writing for learning in this course? A B C D

7. How would you rate your confidence in your writing at the beginning of this course? A B C D

8. How would you rate your confidence in your writing near the end of the course? A B C D

Part II: Please rate the value of the following types of writing and writing strategies to writing and learning in this course. If any of the items were not a part of your coursework, circle letter E.

A = excellent B = good C = average D = poor E = not applicable

9. Prewriting activities (brainstorming, organizing, etc.) A B C D E

10. Revising. A B C D E

11. Feedback from instructor. A B C D E

12. In-class feedback from peers. A B C D E

13. Speculative writing such as journals, logs, focused freewriting, notebooks, etc. A B C D E

Instructor_____ Course Title and Number _____

Part III: Please answer the questions below as objectively as posssible. If the space provided for an answer is too small, please continue your response on the back.

1. The following are writing assignments you have done in this course.

   Assignment(s):

   Which assignment(s) did you find most effective in terms of writing for learning? Please explain why. (In this course you may have done one long assignment which you worked on cumulatively or for which you wrote multiple drafts. If so, please describe its effectiveness in terms of writing and learning.)

   _____

   _____

   _____

   _____

   _____

2. Were there any writing assignments that you perceived as being of little value to the course? Please explain. Would you recommend revising them or deleting them from the course?

   _____

   _____

   _____

Part IV: What is your overall assessment of write-to-learn activities in this course?

_____

_____

_____

Please provide the following information:

Class: ___freshman ___sophomore ___junior ___senior ___graduate student
Major:_____

Circle the figures that indicate the approximate range of your GPA on a four-point scale:

1.0-1.5 1.6-2.0 2.1-2.5 2.6-3.0 3.1-3.5 3.6-4.0

Have you taken the general studies English composition courses (English 101 and 102)?
____no ____yes Where did you take these courses?_____

What grade do you expect in this course? ___A ___B ___C ___D ___F

WRITING/LEARNING SURVEY
Writing Across the Curriculum

Your response to this survey is appreciated. It will provide an overall picture of University writing/learning practices for the Writing Across the Curriculum program and will enable the Writing Center staff to design programs that will meet the needs of your classes. Please return the completed form to your department chairman.

1. Which of the following intellectual activities would graduates of your department or program be expected to perform on an entry-level job?

_____ observing details
_____ recording sequence of events
_____ reporting data objectively
_____ summarizing key points
_____ categorizing information
_____ giving directions
_____ evaluating work performance
_____ interpreting data
_____ making recommendations
_____ making comparisons
_____ defining terms
_____ drawing graphs
_____ following format
_____ explaining reasons
_____ analyzing parts
_____ supporting argument
_____ researching topics
_____ proofreading text
_____ revising text

Other (please specify)_____

2. Please check the items listed below to indicate the types of writing tasks you require:

_____ essays
_____ critical reviews
_____ article abstracts
_____ book or reading reports
_____ lab reports
_____ short-answer quizzes
_____ essay examination questions
_____ journals, notebooks, or logs
_____ résumés
_____ letters, memos
_____ recommendation reports
_____ documented research papers
_____ annotated bibliographies
_____ short papers
_____ case studies
_____ personal observation papers
_____ syntheses
_____ autobiographies
_____ research proposals
_____ grant or job proposals
_____ position papers
_____ periodic reports

Other (please specify)_____

3. What form of documentation do you require for a documented research paper?

_____ MLA (Modern Language Association)
_____ APA (American Psychological Association)
_____ CBE (Council of Biological Editors)
_____ The Chicago Manual of Style
_____ Turabian (A Manual for Writers of Term Papers, Theses, and Dissertations)

Other (please specify)_____

4. Please check the writing patterns you ask students to use in your courses.

_____ process analysis (how to do or how something is done)
_____ causal analysis (cause/effect)
_____ narration (personal experience, anecdote, autobiographies, etc.)
_____ description
_____ classification
_____ comparison/contrast
_____ persuasion (argumentation)
_____ definition

Other (please specify)_____

WAC Student Workshop Questionnaire

Course_____ Instructor_____ Date_____

Workshop Topic_____ Consultant_____

1. What aspect(s) of this workshop did you find most useful?

2. Please share any suggestions that you feel would make the workshop better when it is held again.

3. Would you like further information on any aspect of the workshop topic?

Additional Comments:

WRITING CENTER SURVEY
Troy State University

Take a few minutes to complete the questions below and add any additional comments.

First, are you a _____freshman? _____sophomore? _____junior? _____senior? _____graduate student?

PART ONE — ABOUT YOUR WRITING

1. When you have an out-of-class writing assignment, when do you usually work on it?

   _____ mornings
   _____ afternoons
   _____ evenings
   _____ late at night

2. Do you ever seek feedback or advice on your writing before handing it in?

   _____ always
   _____ usually
   _____ only on long or difficult assignments
   _____ very rarely or never

3. If you do ask for help on a writing assignment, whom do you usually ask?

   _____ instructor
   _____ Writing Center tutors
   _____ a classmate or someone familiar with the assignment
   _____ a roommate or friend

4. At what stage of the writing process do you usually seek help?

   _____ pre-writing and planning content
   _____ writing and revising drafts
   _____ editing and proofreading

PART TWO — ABOUT THE WRITING CENTER

5. Approximately how many times have you visited the Writing Center?

   _____ none
   _____ one time
   _____ two to five times
   _____ more than five times

6. What prompted you to come to the Center? (If you have never visited the Center, please check the last item, "not applicable.")

   _____ just curious or interested
   _____ desperate for help!
   _____ teacher referral
   _____ suggestion of a friend
   _____ not applicable

   Other: _____

7. If you were referred or "told" to come to the Writing Center, how did that make you feel? (Check all items that apply. If you have never been referred to the Center, please check the last item, "not applicable.")

_____ comfortable or relieved to get individual help
_____ uncomfortable or unsure of what to expect
_____ insecure about writing in general
_____ angry or upset
_____ not applicable

8. What hours would you like the Center to be open? (Our current hours are Monday-Thursday, 8:00 to 5:00; Friday, 8:00 to 2:00.)

_____ evening hours
_____ no change is necessary

9. Would you be interested in visiting the Writing Center for help in some of the following areas? (Check all that apply.)

_____ to prepare for the teacher competency exam
_____ to build vocabulary skills
_____ to practice writing for overall improvement
_____ to review basic grammar and mechanics
_____ to get tips on resume writing
_____ to review for the English Language Proficiency Test
_____ to review English as a Second Language
_____ to practice speech improvement

10. Would you be interested in attending one-hour workshops on any of the following writing-related topics? (Check all that interest you.)

_____ thesis statement
_____ outlining
_____ better introductions and conclusions
_____ research paper documentation (APA, MLA)
_____ conquering commas
_____ basic grammar review
_____ annotated bibliography
_____ grants or job proposals
_____ business letters and memos
_____ synthesis
_____ book review
_____ critiques
_____ progress reports
_____ abstracts
_____ position papers

Additional comments or suggestions:

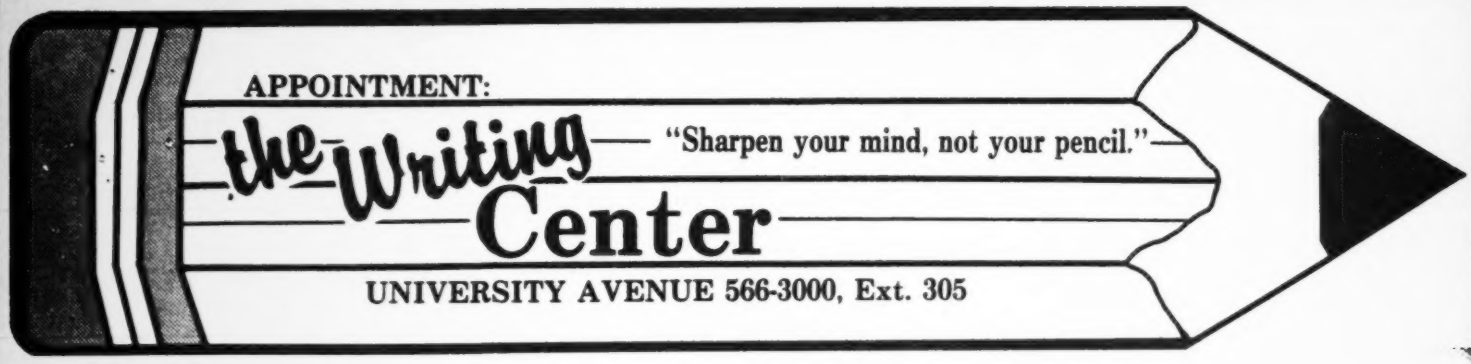
_____

_____

_____

THANKS!

TSU Publications 122-073


APPOINTMENT:
the Writing Center
"Sharpen your mind, not your pencil."
UNIVERSITY AVENUE 566-3000, Ext. 305

You can stop by The Center anytime you need help or would like to share some writing. If you like, you can meet with a tutor on a regular basis. **The Writing Center is open from 8:00 A.M. to 4:00 P.M. Monday through Thursday and from 8:00 A.M. to 2:00 P.M. on Friday.**

You may also call ahead or drop in to make an appointment at a time convenient to you. If you cannot make an appointment, just call us at 566-3000, extension 305 and cancel. We will try to notify you if an appointment must be changed.

TSU Publications 122-011

Welcome To The Writing Center

TROY STATE UNIVERSITY

Dear Student,

Welcome to THE WRITING CENTER. You may have been referred here by one of your instructors, or you may have found us on your own. In either case, we are here to help you.

Writing is a part of our school lives and our personal lives — yet it is not an easy job for anyone. The pleasure comes when the job is over and it is done well.

Whether you have a paragraph, essay, report, research paper, or résumé, The Writing Center can help.

The Writing Center is a tutoring center for all kinds of writing needs. Its staff consists of undergraduate and graduate students as well as faculty. All of the tutors are good writers and friendly critics who are eager to help you find ways to improve your writing.

Just what can you expect from The Writing Center. Well, its

NOT a proofreading, rewriting, correcting service.

NOT a "we write it for you" arrangement.

NOT a grading service.

NOT a guarantee of better grades.

NOT a 30-minute miracle cure.

Instead, we offer friendly, competent assistance to help YOU improve YOUR work. But writing improvement takes time. Therefore,

TO HELP US HELP YOU . . .

come to The Center with as much information about your assignment as you can muster. Check with your professor if you have any questions about it.

do not wait till the last minute. Bring your work in early enough to allow ample time to revise and edit your work.

do not settle for "I left The Center more confused than when I went in." Speak out! Tell us if there is a problem.

ask to change tutors if the visit was unproductive or somehow "not right."

give your writing assignment and your Center visit your best efforts. We promise to do the same.

TO HELP YOU OUT, THE CENTER HAS . . .

files full of helpful handouts.

various books you can check out.

dictionaries and other reference sources.

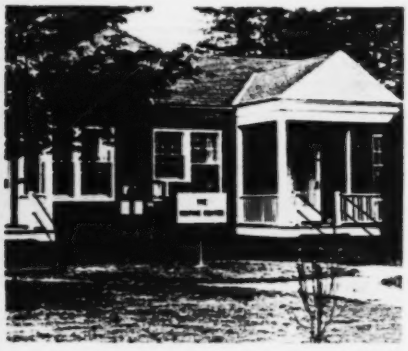
audio-visual programs.

modules and workshops on aspects of writing.

friendly, competent tutors.

two full-time instructors.

Sincerely,
THE WRITING CENTER STAFF

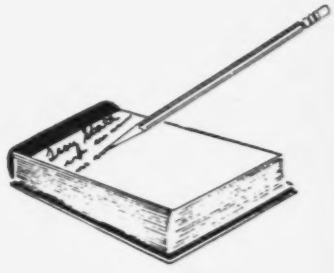


The Writing Center is located on University Avenue adjacent to John M. Long Hall. The hours of operation during the fall, winter, and spring quarters are Monday through Thursday, 8:00 a.m. to 4:00 p.m. and Friday, 8:00 a.m. to 2:00 p.m. During the summer quarter the hours change to 8:00 a.m. to 4:00 p.m. Monday through Thursday.

The Writing Center is a component of the Student Development Project funded through a Title III grant for Strengthening Developing Institutions Program.

TSU Publications 122-010

The Writing Center



TROY STATE UNIVERSITY

A highly qualified staff of instructors and tutors is available to assist you.

A personalized program of study will be designed to meet your needs.

You can make an appointment by calling 566-3000 extension 305 or by visiting The Center.

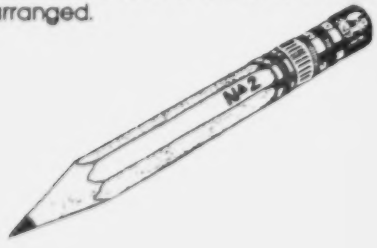
The Writing Center is open to any Troy State University student, regardless of major or classification.

SERVICES

- Diagnoses of students' writing
- A system of study tailored to the individual's needs
- Preparation for standardized English test or other tests with an English component
- Workshops which cover a variety of topics from comma problem cures to résumé construction
- Writing experiences similar to those of the classroom
- Techniques in writing the research paper
- Project Success, a special summer program to prepare students for college-level writing courses

Multiple modes of instruction are available in The Center. We have the latest audio-visual equipment and programs, as well as self-paced materials.

Small group instruction, as well as one-to-one tutorial sessions, can be arranged.



"True ease in writing
comes from art, not chance,
As those move easiest
who have learned to dance."

Alexander Pope

Troy State University
Troy, AL 36082

RESOURCES:

Handouts on topics such as these:

How to Prepare for and Take Examinations

How to Improve Your Vocabulary

How to Write Clearly

Handbooks

MLA Handbook for Writers of Research Papers. 2nd ed.

Publication Manual of the American Psychological Association. 2nd ed.

The Elements of Style. Strunk & White.

TSU Publications 122-060

Using the Writing Center

"I am never as clear about any matter as when I have just finished writing about it."

James Van Allen
(physicist)

WELCOME:

Do you need help with writing? Are you experiencing writer's block?

For individual attention, *call the Writing Center.*

You may need to come to us with only an occasional difficulty, but if you often have a hard time writing, you can work in the Center regularly. We can supplement a course you are taking or create a program geared to your individual needs.

WHAT WE DO:

Some students think they can drop off papers for us to edit. That's not how we work.

What we do is give you an appointment with a tutor who will help you to say what you want to say. For example:

- Gather information
- Develop, clarify, organize ideas
- Summarize
- Document
- Edit (correct punctuation, spelling and grammar)

We serve all writers — from skilled to basic — and we provide assistance to international students.

MAKING AN APPOINTMENT:

Sometimes you can walk in and find a tutor free, but you'll be more certain of getting help if you call for an appointment a day or so ahead. Arrange your appointment for at least a day before the paper is due because you will need time afterwards to revise it.

When you come to the Center, bring a copy of your assignment and a draft of your paper. (It doesn't matter if the draft is rough, and it needn't be typed.)

This may sound like a lot of work. Writing is work. (And pleasure too!) But an experienced tutor can save you the unnecessary effort of a hit-or-miss method. What's more, you may produce a paper you are proud of and one your instructor will be glad to read.

Writing Center

LOCATION:
University Avenue

TELEPHONE:
566-3000, extension 305

HOURS:
8:00 - 5:00 M-Th
8:00 - 2:00 F